

The Relationship between Principal's Leadership and Teacher's Work Spirit on Learning Motivation of State High School Students in West Seram District

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Abstract

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The principal's leadership provides work motivation to increase teacher work productivity and student learning outcomes. According to Mulyasa (2009: 98) the principal has at least a role and function as an *Educator, Manager, Administrator, Supervisor, Leader, Innovator and Motivator (EMASLIM)*. This study aims to describe (1) the leadership of public high school principals in West Seram District, (2) the work spirit of state high school teachers in West Seram District, (3) the learning motivation of public high school students in West Seram District, (4) Knowing the relationship between the principal's leadership with the work spirit of State Senior High School teachers in West Seram District, (5) the relationship of teacher work spirit with the learning motivation of State Senior High School students in West Seram District, (6) the magnitude of the relationship of principal leadership and teacher work spirit together with motivation studying state high school students in West Seram District. The method used in this research is descriptive quantitative method with the type of correlational research which aims to determine the relationship between principals' leadership, teacher's work spirit on learning motivation of state high school students in West Seram District, West Seram Regency. With a population of 75 teachers. The instrument is Linkert.data in this study were analyzed using *SPSS for windows student version 18.00*. The results of the descriptive study showed that the principal's leadership had a positive relationship to learning motivation with a correlation of $r = 0.743$ categorized as good. This means that the principal has shown good leadership as a principal. Teacher work enthusiasm has a positive relationship to learning motivation with a correlation value of $r = 0.515$, which is categorized as high teacher work morale if learning motivation is also high. From the results of the study, the average leadership of the principal and the work spirit of the teacher together has a positive relationship to students' learning motivation with a correlation value of $r = 0.802$.

Keywords: *Principal Leadership, Teacher Work Spirit, Student Learning Motivation*

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INTRODUCTION

Superior human resources are the main requirements for the realization of a developed nation and country. Regardless of the size of the natural resources, the available capital and infrastructure, in the end it is in the hands of reliable human resources (HR) that the target of nation and state development can be achieved. In this perspective of thinking, a nation cannot achieve progress without a good education system.

Education is the basic capital to create superior human resources. The main world of education is school. Schools are one of the alternative institutions for

educational services. School as an institution certainly has a vision, mission, goals and functions. To carry out the mission, realize the vision, achieve goals, and carry out its functions, schools need professional staff, organizational work procedures and sources that support both financial and non-financial.

School as a system has components that are related to each other and contribute to the achievement of goals. These components are students, curriculum, teaching materials, teachers, principals, other education personnel, environment, facilities, facilities, learning processes and outcomes or outputs. All these components must develop according to the demands of the times and environmental changes that occur around them. To develop, of course, there must be a process of change. This development should start from the things that cause the organization to not function as well as expected. In the conception of institutional development, it is reflected in the efforts to introduce changes in the way an institution is organized, the structure, processes and systems of the institution concerned, so that it can better fulfill its mission. Therefore, changes that occur in school institutions must include all components in it, especially in terms of principal leadership.

Principals have important behaviors and positions in maintaining and improving school quality (Sergiovani, in Kempa, 2015). The duties and responsibilities of the principal are quite numerous, broad, and heavy. He is fully responsible for the smooth implementation of education and teaching in his school (Indrafachrudi, in Kempa, 2015).

Furthermore, Sergiovani (2002) says that the principal's duties are as planners, decision makers, organizing, coordinating, influencing, and evaluating, where the task is carried out by supervision so that teachers are enthusiastic in carrying out teaching tasks and in guiding student growth so that students students can be motivated in the teaching and learning process.

Principals have important behaviors and positions in maintaining and improving school quality (Sergiovani, in Kempa, 2015). The duties and responsibilities of the principal are quite numerous, broad, and heavy. He is fully responsible for the smooth implementation of education and teaching in his school. Furthermore, Sergiovani (2002) says that the principal's duties are as planners, decision makers, organizing, coordinating, influencing, and evaluating, where the task is carried out by supervision so that teachers are enthusiastic in carrying out teaching tasks and in guiding student growth so that students students can be motivated in the teaching and learning process.

The success of school achievement is determined by various factors, including the leadership of the principal. Tucker in Syafarudin (2002: 49) suggests that: "leadership as the ability to influence or encourage a person or group of people to work voluntarily to achieve certain goals or targets in certain situations".

Tabrani (2000) reveals that:

"Leadership of the principal provides work motivation for increasing teacher work productivity and student learning outcomes. According to Mulyasa (2009: 98) the principal has at least a role and function as an *Educator, Manager, Administrator, Supervisor, Leader, Innovator and Motivator (EMASLIM)*."

Therefore, to improve the quality of education, one of the main factors that greatly influence the success of learning is the quality and work spirit of teachers.

Given the quality of teachers in the process of teaching and learning activities are very influential, it is necessary to pay serious attention to teacher performance.

Real conditions illustrate that in SMA Negeri in Seram Barat sub-district the application of discipline has not been implemented properly, this can be seen where there are teachers who teach more than one subject, delays in collecting learning tools and do not follow up on learning evaluations. There are also teachers who have limited IT mastery and even some teachers who do not know how to operate a computer so that the learning design applied is less attractive. Teachers in improving the quality of participating in the teacher driving program activities are also still minimal in West Seram Regency (SBB). This proves that the low performance of teachers at public high schools in West Seram District.

On the basis of the thoughts of the research studied, the objectives of this study are:

1. Describe the leadership of a public high school principal in West Seram District.
2. Describing the work spirit of public high school teachers in West Seram District.
3. To describe the learning motivation of State Senior High School students in West Seram District.
4. To find out the positive and significant relationship between the principal's leadership and the morale of public high school teachers in West Seram District.
5. Knowing the positive and significant relationship between teacher morale and student motivation in SMA Negeri in West Seram District.
6. Knowing the magnitude of the positive and significant relationship between the principal's leadership and the work spirit of teachers together with the learning motivation of State Senior High School students in West Seram District.

Framework

1. Principal's leadership relationship with student learning motivation

Behavioral norms used by a leader when he tries to influence the behavior of others as he sees it. These behavioral norms are applied in the form of actions in leadership activities to achieve the goals of an organization through other people. The leadership of the principal greatly colors the working conditions. Policies, social relations with teachers and students as well as their actions in making various policies, these conditions have an impact on student learning motivation. Motivation is a feeling of encouragement desired by the teacher at work. Thus, it is suspected that there is a positive relationship between the principal's leadership and the work spirit of the teacher.

2. The relationship between teacher work

spirit and student learning motivation Improvement of student learning motivation and teacher work spirit in learning to be effective and efficient and the expected goals can be achieved optimally also cannot be separated from the role of the principal as a leader, so that the quality of education will be realized if teachers can implement tasks with enthusiasm, a good working spirit can produce optimal work performance. Thus there is a positive relationship between the work spirit of teachers and students' learning motivation. This also means that the more

enthusiastic a teacher is in carrying out their duties, the more motivated students will be to learn.

3. The relationship between the principal's leadership and the work spirit of teachers with student learning motivation

The principal's leadership will be accepted by teachers if the leadership applied is very suitable and liked by the teachers, so that if it is so, the teacher will have a tendency to increase his morale. The leadership of the principal who can utilize resources and especially human resources, namely teachers, will in turn increase student learning motivation and the overall results achieved are the quality of education.

The work spirit of the teacher is related and attached to his spirit which will affect the motivation of students to learn, while the profile of the teacher who is passionate about work, still exists in his duties. The work spirit of the teacher is a potential force that exists in a human being, which can be developed by himself, or developed by a number of external forces. The teacher becomes an educator because of the work spirit to educate. With the spirit of the teacher will be able to form a high morale as well. The teacher becomes an educator because of the enthusiasm to educate/motivate students to be more enthusiastic about learning to achieve their goals. Thus, it is suspected that the leadership of the principal and the work spirit of the teacher together have a positive relationship with students' learning motivation, especially high school. It can also be said that the better the principal's leadership and the more enthusiastic the teacher's work in carrying out their duties, the student's learning motivation will also increase. In summary, the framework of this research can be seen in the research paradigm in Figure 1.1

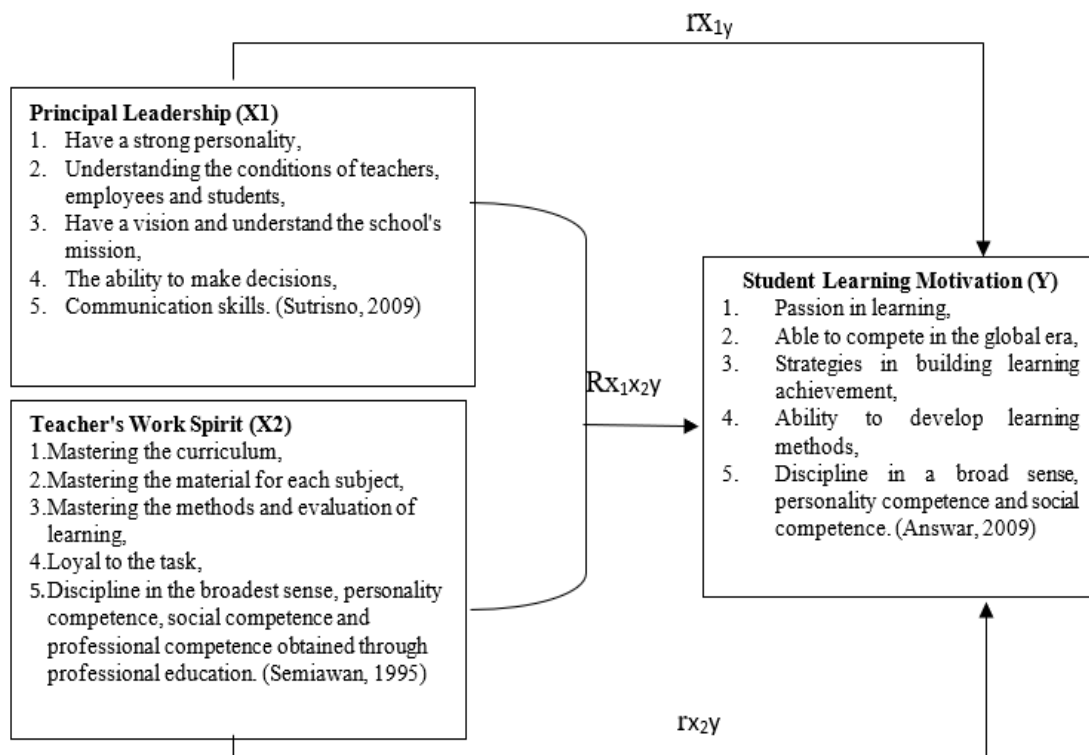


Figure 1 Mindset

RESEARCH METHOD

The method used in this research is descriptive quantitative method with a correlational type of research which aims to determine the relationship between principals' leadership, teacher's work motivation on student motivation in SMA Negeri in West Seram District, SBB Regency.

The population in this study were all teachers who teach at public high schools in West Seram District, which amounted to 75 people. In looking at the relationship of variables to the object under study it is more cause and effect (causal), so that in this study there are independent variables and one dependent variable. The constellation of research problems can be seen in Figure 2.

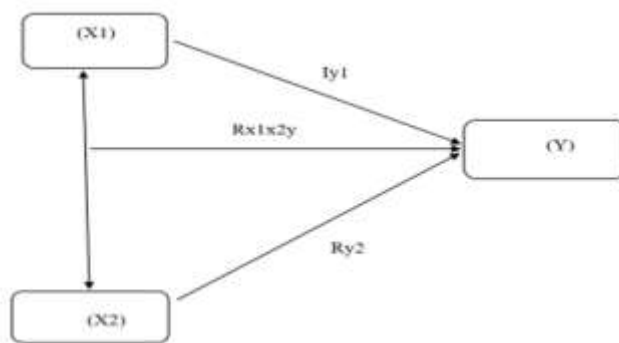


Figure 2. Constellation of Research Problems

Description:

X ₁	= Principal Leadership
X ₂	= Teacher Work Spirit
Y	= Student Learning Motivation

Research Variables

The variables in this study include:

1. Independent variable (influence variable): Principal's leadership (X₁).
Principal leadership is a combination of temperament that allows one person to be able to encourage other parties to complete tasks and to achieve organizational development or goals and is also an additional task as an educational leader in the school he leads.
2. Independent variable (independent variable): Teacher's work spirit (X₂).
The work spirit of the teacher is an attitude that arises from a person (educator) to appreciate the task assigned to him to achieve teaching/educational goals.
3. The dependent variable (the dependent variable): Student's learning motivation (Y)
Student's motivation to learn is a process that gives enthusiasm or impetus for behavioral persistence to a student to achieve educational goals.

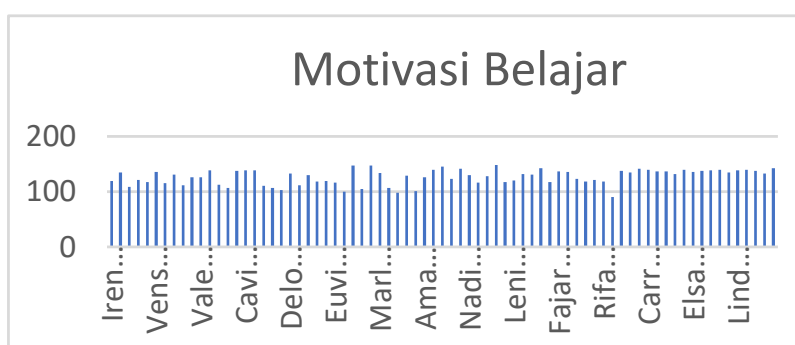
RESULTS AND DISCUSSION

Research Results

Data Description

From the results of filling in the instrument at the research school with a total of 75 respondents, the sample data used in statistical calculations consists of 32 items of learning motivation variable (Y) instrument data, the school principal's leadership variable (X₁) 40 items, and the variable morale (X₂) as many as 30 items.

The calculations were carried out by entering the data obtained from the research school, then statistical calculations were carried out using computer aids using the SPSS *for windows student version* 18.00 program. In the process of calculating the data, the level of confidence (significance used is 95% ($\alpha = 0.05$)). The description of the data description is described as follows:



Description of Variable Y Data: Student Learning Motivation

After the data for variable Y has been calculated, the following results are obtained: the average value or mean (\bar{X}) = 147.96, the highest data (U) = 150.09, the lowest data (L) = 145, 84; Median (me) = 148.50; standard deviation or standard deviation (SD) = 9.802; Variance = 96,083.

The results of statistical data processing as shown by the SPSS output show the frequency distribution of variable Y scores indicating that there are: 2 data with a score of 111 – 120, there is 1 data with a score of 121 – 130, there are 10 data with a score of 131 – 140, there are 37 data with a score of 141 – 150, there are 25 data with a score of 151 – 160, there are 9 data with a score of 161 – 170. It can be seen in Table 1.

Table 1. Frequency Distribution of Learning Motivation Variable Score

No.	Class Interval	Frequency	Percentage (%)	Qualification
1	161 – 170	9	10.7	Very Strong
2	151 – 160	21	29.8	Strong
3	141 – 150	32	44	Medium
4	131 – 140	10	11.9	Poor
5	121 – 130	1	1, 2	Very Poor
6	111 – 120	2	2,4	Low
7	< 111	0	0	Very Low
		75	100	

Based on Table 4.3, it can be visualized the respondents' answers related to filling the research instrument on the variable of learning motivation.

2. Description of Data Variable X₁ : Principal Leadership

After the data for variable X₁ has been calculated, the following results are obtained: the average value or mean (\bar{x}) = 176.13 the highest data (U) = 180.76 the lowest data(L) = 171.51; Median (me) = 178.50; standard deviation or standard deviation (SD) = 21.308; Variance = 454,019.

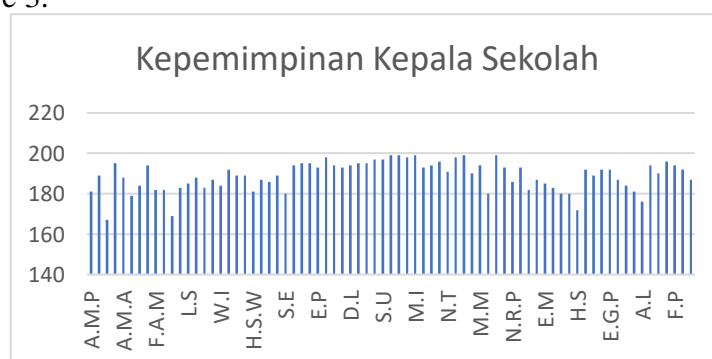
The results of statistical data processing as shown by SPSS output show the frequency distribution of variable scores X₁ indicating that there are:

there are 4 data with a score of 102 – 122, there is 1 data with a score of 123 – 143, there are 14 data with a score of 144 – 164, there are 43 data with a score of 165 – 185, there are 16 data with a score of 186 – 206, there are 6 data with a score of 207 – 227. The description of the X₁ attached, and can be seen in Table 4.4, and Figure 2.

Table 2. Frequency Distribution of Principal Leadership Variable Scores

No.	Class Interval	Frequency	Percentage (%)	Qualification
1	207 – 227	6	7.1	Very Strong
2	186 – 206	10	19	Strong
3	165 – 185	40	51.2	Moderate
4	144 – 164	14	16.7	Poor
5	123 – 143	1	1, 2	Very Poor
6	102 – 122	4	4.8	Low
7	< 102	0	0	Very Low
		75	100	

Based on Table 4.4, it can be visualized the respondents' answers related to filling out research instruments on the principal's leadership variable, as shown in Figure 3.



Picture 3. Histogram Graph of Variable X₁ (Leadership of Principals)

3. Description of Data Variable X₂ : Teacher's Morale

After the data for variable X₂ has been calculated, the following results are obtained: the average value or mean (X) = 139.15 the highest data (U) = 140.79

the lowest data (L) = 137.52; Median (me) = 138.00; standard deviation or standard deviation (SD) = 7.529; Variance = 56,687.

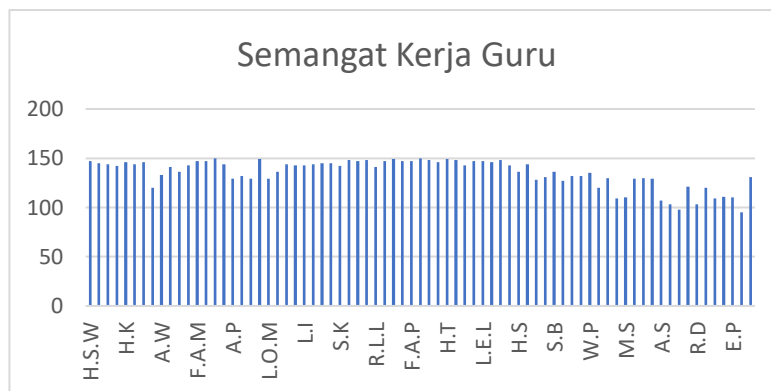
The results of statistical data processing as shown by the SPSS output show the frequency distribution of variable scores X_2 indicating that there are:

data 3 with a score of 116 – 124, there are 12 data with a score of 125 – 133, there are 45 data with a score of 134 – 142, there are 18 data with a score 143 – 151, there are 6 data with a score of 152 – 160. The description of the X_2 attached, and can be seen in Table 4.5, and Figure 4.3.

Table 3. Frequency Distribution of Morale Variable Score

No.	Class Interval	Frequency	Percentage (%)	Qualification
1	152 – 160	6	7.1	Very Strong
2	143 – 151	11	21.4	Strong
3	134 – 142	43	53.6	Moderate
4	125 – 133	12	14.3	Poor
5	116 – 124	3	3.6	Very Poor
6	< 116	0	0	Low
7		75	100	

Based on Table 3 it can be visualized the respondents' answers related to filling out research instruments on the teacher's work spirit variable, as shown in Figure 4.



Picture. 4. Histogram Graph of Variable X_2 (Teacher's Work Spirit)

C. Testing Data Analysis Prerequisites

Before the data is analyzed further, to test the hypothesis based on the existing data, it is necessary to look at the normality of the data, namely the normality test.

Calculation of the statistical results of the Kolmogorov-Smirnov method and the help of the SPSS *Windows* version 18.00 program, then the data in the *test statistics* the value of $D_{calculated} = 0.097$ for the Y variable, the data in the statistical test table for the $D_{calculated} = 0.135$ for the X_1 variable, and the data in the statistical test table for the $D_{calculated} = 0.088$ for the variable X_2 Kolmogorov-Smirnov table value of $D_{table} = 0.065$, it turns out that $D_{count} = 0.097 < D_{table} = 0.065$, so H_0 is accepted, then the decision: the data is normally distributed.

CONCLUSION

Based on the results of the study as described in the previous chapter, it can be concluded that the principal's leadership has a positive and significant relationship to learning motivation with a correlation of $r = 0.743$ categorized as good. This means that the principal has shown good leadership as a principal.

1. Principal leadership has a positive and significant relationship to learning motivation with a correlation of $r = 0.743$ categorized as good. This means that the principal has shown good leadership as a principal
2. Teacher work morale has a positive and significant relationship with learning motivation with a correlation value of $r = 0.515$ categorized as moderate. This means that teacher morale will be high if the motivation to learn is also high, but if the teacher's morale is not paid attention to then the learning motivation will also decrease, so that the results of the study show that the level of morale is moderate because the motivation to learn is not maximized, and this affects the work done is not optimal.
3. From the research results, the average principal's leadership and work spirit together have a positive and significant relationship to students' learning motivation with a correlation value of $r = 0.802$.

Implications

The results of this study have several implications including: 1). The principal's leadership is a picture of the positive attitude of educators about the principal's behavior in using the rights and obligations, as well as the authority he has. The better the school leadership model will increase teacher compliance and commitment in carrying out their duties. 2). High morale is a picture of teacher professionalism and a very positive encouragement in carrying out their duties and responsibilities and can lead to efforts to increase high work performance. 3). Learning motivation is a factor that greatly affects his work, so it is necessary to increase the enthusiasm/spirit of students to learn.

Suggestions

Based on the research findings, conclusions and implications presented, there are several things that need to be conveyed by the relevant parties in the form of suggestions as follows:

1. Based on this research, principals are expected to be able to develop effective school programs, create a conducive school climate and build the performance of school personnel and can guide teachers in carrying out the learning process and paying attention to their functions.
2. Teachers are motivated if the school can provide motivation for them by paying attention to matters relating to the needs of teachers.
3. In the learning process at school, principals and teachers should always show a good attitude, thus providing motivation/encouraging for students to learn to the fullest.
4. This research is limited to the variables of the principal's leadership and work spirit in relation to learning motivation, so students and other researchers can conduct research to improve the existing system in each school and develop it

more deeply with other variables that are correlated with motivational variables. student learning.

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